



# Topic overview – Reception / Year 1 (CYCLE B)

		Spring 2
<b>Topic name</b>		<b>Beats and Boogies</b>
<b>Big question</b>		How does music make you feel?
<b>Linked books</b>		The Whales on the Bus, Katrina Charman Giraffes Can't Dance, Giles Andraea Carnival of the Animals, Jack Prelutsky The Story Orchestra - Four Seasons in One Day, Jessica Courtney-Tickle The Diddle That Dummed, Kes Gray
<b>Memorable experience</b>		Bus role play
<b>Outdoor learning</b>		Spring walk Music in nature (birdsong, using natural materials to make music) Rain dance.
<b>Reading aims</b>		Reception: Phase 3 (ELS). Read some letter groups that represent one sound (digraphs & trigraphs). Read simple phrases and sentences, which include a few common exception words. Begin to re-read books independently. Year 1: Phase 5 (ELS), alternative spellings for previously taught sounds. Begin Guided reading for comprehension.
<b>Writing aims</b>		The Whales on the Bus – writing nursery rhymes/poetry. Year 1: Perform poetry, including using voice and actions. Play around with words to make silly rhymes and funny sentences. Use simple repeating patterns. Reception: Perform poetry, including using actions. Recreate shared experiences of creating funny rhymes and silly sentences. Giraffes Can't Dance Familiarise with story and create story map. Identify beginning, middle and end. Year 1: Sequence story. Use the suffix -ed for past tense. Join sentences using and, but, then, so. Reception: Story writing. Sequence story. Begin to write phonetically decodable sentences with capital letters and full stops. Year 1: Poster/advert for Giraffe's disco. Think about how a poster can persuade someone to do something. Discuss features of an effective poster. -write own nursery rhyme/song -poster for party -invitations for party -instructions on how to use instrument -label instruments - create dance routine -how music makes them feel -act out stories.
<b>Communication &amp; Language</b>	<b>Speaking &amp; listening aims</b>	Re-tell a familiar story. Learn rhymes, poems and songs. Perform poetry/nursery rhymes using actions and voice. Listen to classical music (Carnival of the Animals, Four Seasons in One Day) and consider how it makes them feel.
<b>Maths aims</b>		<b>Year 1</b> Measurement, length & height <ul style="list-style-type: none"> <li>• Compare lengths &amp; heights</li> <li>• Measure length using objects</li> <li>• Measure length in centimetres</li> </ul> Measurement, mass & volume <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul> <b>EYFS</b>



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Understanding the World			<p>Number 10</p> <ul style="list-style-type: none"> <li>• Introduce with Numberblocks</li> <li>• Representations of number</li> <li>• Part-whole</li> <li>• One more, one less</li> </ul> <p>Length &amp; Height Capacity &amp; Weight</p>
	The Natural World	Science aims	<p><b>Seasonal Changes (Winter &amp; Spring)</b></p> <ul style="list-style-type: none"> <li>• Play and explore outside in all seasons and in different weather</li> <li>• Observe living things throughout the year</li> <li>• observe changes across the four seasons.</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Investigation:</b> What baby animals do we see in the spring? <b>Materials:</b> patterns investigation</p> <p><b>Sound (Reception)</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds outside and identify the source</li> <li>• Make sounds</li> </ul>
	People, Culture & Communities	Geography aims	<p><b>Exploring music from around the world finding out about the locations of the various countries</b></p> <ul style="list-style-type: none"> <li>- children will build on previous knowledge to be able to name and locate the world's seven continents (KS1)</li> <li>- children will begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>- children will begin to recognise some similarities and differences between life in this country and life in other countries.</li> <li>- children will begin to recognise some environments that are different to the one in which they live. (EYFS)</li> </ul>
		RE aims	<p><b>Why does Easter matter to Christians?</b> Children are beginning to learn:</p> <ul style="list-style-type: none"> <li>• to recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>• to tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>• to recognise that Jesus gives instructions about how to behave.</li> <li>• to give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>• to think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas</li> </ul>
	Past and present	History aims	No History in this topic.
		Computing aims	<p><b>Digital Literacy (E-Safety)</b> To recognise how to treat others, both online and in person. (Year 1, Lesson 3 – Always be kind and considerate)</p> <p><b>Computing Systems &amp; Networks</b></p> <p><b>Improving Mouse Skills</b></p> <ul style="list-style-type: none"> <li>• Log in to a computer and access a website.</li> <li>• Develop mouse skills.</li> <li>• Use mouse skills to draw and edit shapes.</li> <li>• Draw a scene from a story using digital tools.</li> <li>• Create a self-portrait using digital techniques.</li> </ul>
	Expressive Art & Design	DT aims	<p><b>Structures: Design and create a musical instrument</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>• make observations about the features of objects (design)</li> <li>• use their senses (hearing) to explore and describe objects (design)</li> <li>• describe what they want to do using pictures and words (design)</li> <li>• use tools to manipulate materials (make)</li> <li>• express preference when choosing materials (make)</li> <li>• identify success (evaluate)</li> </ul>



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			<ul style="list-style-type: none"> <li>describe the materials using different words (evaluate)</li> <li>use simple terms to talk about their own and others' work (evaluate)</li> <li>explore and evaluate a range of existing products (evaluate)</li> <li>describe how their product works (evaluate)</li> </ul>
		<b>Art and design aims</b>	<p><b>Painting</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Paint pictures using skills taught so far, using different brushes, colour mixing</li> <li><b>Knowledge:</b></li> <li>Children will learn to express opinions and respond to music through art e.g</li> <li>Rock music: painting</li> <li>Classical: chalk or pastels</li> <li>Jazz: charcoal</li> </ul>
		<b>Music aims</b>	<p>Performing with instruments (chance to consolidate learning from Autumn 1 on rhythm/pulse – linked to topic theme) Easter songs</p> <p>ELGs – explore and engage in music making and dance, performing solo or in groups. – perform songs, rhymes, poems and stories with others, and try to move in time with music (when appropriate).</p> <p>KS1 – use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically</p>
	<b>Personal, Social &amp; Emotional Development</b>	<b>PSHE aims</b>	<p><b>Economic Well-being</b> Enterprise challenge – leading to Sping fair</p>
	<b>Physical Development</b>	<b>PE aims</b>	<p>Mini Cricket To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points.</p> <p>Dance To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.</p>